



**How do we support pupils with SEND to be able to access the whole curriculum and ensure that their emotional well being is developed?**

- Personalised learning plans developed with pupils, parents and outside agencies as appropriate
- Other professionals consulted as soon as a difficulty has been identified and investigated within the school
- Advice from other professionals and reports followed in school
- SENCo makes sure that staff are aware of needs of SEND pupils so that planning can reflect this
- Lessons and resources adapted to suit pupils emotional and learning needs
- Subject leaders support staff to ensure they have appropriate materials and resources to teach SEND pupils
- PSHE curriculum covers aspects relating to: Emotional well being, e safety, self image, personal and collective achievements, British Standards, Christian Values, feelings and anti bullying
- Weekly class and half termly awards
- Daily collective worship to develop our Christian Values
- Displaying and Celebrating children's work

**How do teachers at our school assess and identify SEND pupils?**

- Pupil progress meetings
- Use of a variety of standardised assessments
- Use of outside agencies as appropriate
- Liaison with parents and feeder settings
- Observations
- Tracking of progress

Further details can be found in the SEND Policy (in the Policies tab)

**How do SEND pupils access activities with other pupils?**

Existing provision is adapted to suit the individual child so that their needs are met and they are able to (with parental involvement and support)

- Attend educational visits
- Attend clubs and activities

**For further information or to make a complaint:**

- Child's class teacher
- SENDCO – Mrs K McGrath
- Headteacher – Mrs McGrath
- Phone: 01206262418
- Email: [admin@sbn.suffolk.sch.uk](mailto:admin@sbn.suffolk.sch.uk)

**How do staff evaluate the effectiveness of provision for SEND pupils?**

- Provision mapping
- Pre and post intervention data
- Tracking data (analysis)
- Annual review of SEND policy and SEND information Report
- Pupil progress meetings



### **How do we communicate with parents of SEND pupils?**

- Informal conversations between parents and class teachers
- Invitations to attend regular meetings with outside agencies
- Parental involvement in developing individualised programmes of support and Health Care plans
- Regular feedback on progress in an agreed manner
- Reports and parental consultation meetings
- Inductions and curriculum evenings
- Information on website
- Parent/community involvement in events
- Range of reward systems

### **How accessible is the school environment?**

The school is combined Victorian and new build. It has been effectively adapted to provide for a wide range of physical and sensory abilities. The main school building is on one level with ramp access. There is also a disabled toilet with wheelchair access.

### **At our school we provide for the following types of SEND**

- Social, Emotional and Mental Health
- Communication and interaction
- Cognitive and learning
- Sensory and Physical

We work with a range of diagnosed conditions including:

- Hearing impairment
- Speech and language
- Dyspraxia
- Dyslexia
- Autism
- ADHD

### **What training has been provided to staff and what expertise do our staff have?**

- All teachers – qualified teacher status with regular, relevant updates
- SENDCO – Experienced and knowledgeable and up to date
- SENDCO holds the NASCO
- Safeguarding training
- First Aid Training
- Food Hygiene and fire safety
- 1 Higher Level Teaching assistant (HLTA)
- Teaching assistants training – this is dependent upon the needs of the cohort they are working with
- Updates in staff meetings
- School Nurse training on Medical Needs
- CPD opportunities for all staff (local and National)



## **Stoke By Nayland CofE Primary School SEND Information Report 2024-2025**

### **The other agencies that we work with to support our SEND pupils are:**

- Speech and Language
- Autistic spectrum
- Specific learning difficulties
- Sensory impairment
- Personal, social and emotional development
- Child and Health development
- Family Support
- Educational Welfare Officer
- Local Authority Support Services
- Other agencies as required to support specific children's